DOCUMENT RESUME

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TITLE	Understanding Difficult Behavior: Why Does He Do That? Reframing Discipline, Unit 3. [Teaching Video, Practice Video, Facilitator's Guide, and Viewer's Guide].
PUB DATE	1997-00-00
NOTE	0p.; For units 1 and 2, see PS 026 342-343.
AVAILABLE FROM	Educational Productions, Inc., 9000 S.W. Gemini Drive, Beaverton, OR 97008. (25-minute Teaching Video, 25-minute Practice Video, and Trainer Packet, $495; series price for units 1-3: $1,395). Tel: 800-950-4949 (Toll Free).
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052) -- Non-Print Media (100)
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ABSTRACT

The third of three interactive staff development units on discipline in early childhood classrooms, this multi-media pack explores a technique to help early childhood teachers discern what a child is trying to communicate through disruptive behavior, so they can resolve such behavior rather than just react to it. The 25-minute teaching videotape explores the three underlying messages conveyed by a child's misbehavior: unmet needs (such as security, acknowledgment, or physical activity), lack of skills to behave appropriately (such as asking rather than taking), and lack of fit between child and curriculum or environment (such as a child's temperament or learning style being at odds with transition periods or table work). Each of these messages and how it might be conveyed by a child is examined. The practice video, also 25 minutes, presents three interactive exercises intended to help the teacher learn to "read" the child's message and how to respond to his or her needs. The exercises cover: (1) responses to certain messages, such as giving positive attention when the message conveyed is a need for attention, or building trust when the message conveyed is that the child does not feel appropriately secure in the classroom; (2) developing questioning strategies, on using the framework of the three messages to generate questions for determining why a child misbehaves-unmet needs (issues at home or at school), lack of skills (language delay or undeveloped social skills), and lack of fit (behavior patterns, context, timing); and (3) adapting classrooms, exploring the elements a child brings to the classroom (temperament, learning style, culture, experiences, and developmental level) and ways to adapt the classroom (curriculum, daily schedule, classroom set-up, teaching style) to the child's needs. Print materials in the multi-media kit include a facilitator's guide with before-viewing questions and after-viewing discussion questions and a viewer's guide with worksheets for each of the three exercises in the practice video. (HTH)

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